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## COURSE INFORMATION
BED 5343-001 [CRN 18461] and BED 5343-002 [CRN 18462]
3 graduate credit hours, ONLINE

## COURSE DESCRIPTION
This course is a graduate level aimed at pre-service and in-service teachers who work with emergent bilingual students, or English Language Learners. The purpose is to develop teachers' knowledge of and expertise in the integration of language and content—that is, the teaching of content and language at the same time. Much of the course will focus on developing your awareness of language and expertise in language analysis, both of which are critical to the integration of language and content in teaching. Students in the course gain knowledge of both practical and theoretical aspects of the integration of language and content and become familiar with related issues in the field.

## REQUIRED TEXTS AND READINGS
Gibbons, P. (2009). *English Learners, academic literacy, and thinking: Learning in the challenge zone.* Portsmouth, NH: Heinemann.

Lightbown, P. M. & Spada, N. (2013). *How languages are learned: Fourth edition.* New York: Oxford University Press.

Additional readings are listed below and posted on Blackboard (BB) in their corresponding weeks.

Diaz-Rico, L. (2008). *A Course for Teaching English Learners*. Boston: Pearson. (Chapter 1: Language structure and use). (BB)

Echevarría, J. & Graves, A. (2007). *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities, 3e.* Boston: Allyn & Bacon. (Chapter 3) (BB)

García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly, 43*, 2 (322-326). (BB)

Menken, K. & Kleyn, T. (2009). The difficult road for long-term English learners. *Educational Leadership, 66*(7). (BB)

Mitchell, D. & Young, L.P. (1997). Creating thematic units. *The English Journal, 86*, 5 (pp. 80-84). (BB)

Quan, K.Y. (2004). The girl who wouldn't sing. In O. Santa Ana (ed.), *Tongue-Tied: The Lives of Multilingual Children in Public Education* (pp.13-15). New York: Rowman & Littlefield. (BB)

Rodríguez, L. (2004). From *Always Running*. In O. Santa Ana (ed.), *Tongue-Tied: The Lives of Multilingual Children in Public Education* (pp.25-26). New York: Rowman & Littlefield. (BB)

Vogt, M.E. (1997). Cross-curricular thematic instruction. Boston: Houghton Mifflin. Available at https://www.eduplace.com/rdg/res/vogt.html. (BB)

Wong-Fillmore, L. & Snow, C.E. (2000). What teachers need to know about language. Washington, DC: Center for Applied Linguistics. (BB)

Zwiers, J. (2014). *Building Academic Language (2nd Edition): Meeting Common Core Standards across Disciplines.* San Francisco: Jossey-Bass. (Chapter 2, pp. 21-45).

If you did not take an undergraduate-level version of this course at UTEP (e.g., BED 4343), I strongly recommend that you also read *Making content comprehensible for English Learners* by Echevarría, Vogt, & Short, 2016.

| Week | Topics | Assignments[1] |
|---|---|---|
| 1 | Language I and first language acquisition | • TUES 11pm[2]: Personal introductions forum<br>• TUES-FRI: 5+ discussion board posts<br>• SAT 11pm: Weekly reading reflection journal 1 (WRRJ1) (ind)<br>• MON 11pm: Language and language acquisition paper (ind) |
| 2 | Language II and second language acquisition | • TUES-FRI: 5+ discussion board posts<br>• SAT 11pm: Weekly reading reflection journal 2 (WRRJ2) (ind)<br>• MON 11pm: Second language acquisition paper (ind) |
| 3 | Second language acquisition | • TUES-FRI: 5+ discussion board posts<br>• SAT 11pm: Weekly reading reflection journal 3 (WRRJ3) (ind)<br>• MON 11pm: Language learning activity (group) |
| 4 | The language of school | • TUES-FRI: 5+ discussion board posts<br>• SAT 11pm: Weekly reading reflection journal 4 (WRRJ4) (ind)<br>• MON 11pm: Text analysis assignment (group) |
| 5 | Bridges to academic texts | • TUES-FRI: 5+ discussion board posts<br>• SAT 11pm: Weekly reading reflection journal 5 (WRRJ5) (ind)<br>• MON 11pm: Bridges to academic texts assignment (group) |
| 6 | Integrating language and content I | • TUES-FRI: 5+ discussion board posts<br>• SAT 11pm: Weekly reading reflection journal 6 (WRRJ6) (ind)<br>• MON 11pm: Content-based sheltered instruction (CBSI) lesson plan (ind) |
| 7 | Integrating language and content II | • TUES-FRI: 5+ discussion board posts<br>• WED 11pm: Peer review of CBSI lesson plan (ind)<br>• SAT 11pm: Weekly reading reflection journal 7 (WRRJ7) (ind)<br>• **SUN** 11pm: Thematic unit plan (group) |
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[1] Only graded assignments are listed here. Readings and additional ungraded tasks are required and are listed in the full course schedule below and the appropriate week on BB.

[2] All times are given in Mountain Standard Time. If you are outside of the MST time zone, please adjust your deadlines so that your work arrives by 11pm MST.

## POLICIES and PROCEDURES

### *Inclusiveness and equity is our top priority.*

Learning happens only when we feel respected as a whole human being. My top priority in our course is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our course is important for the sake of your learning in this class *and* for the sake of your future/current students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our course space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our course, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Erika Mein, 915-747-7573 or elmein2@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

### *Participate actively online.*

Having chosen to participate in an online, seven-week intensive course, you are expected to plan your time and organize your schedule to enable your active participation. You must log in to the course frequently, participate in all discussions and activities and complete expected group work on time. If you have an emergency that prevents your participation at any point, you must let me know about it. I will drop students who do not participate in regular activities.

### *Communicate thoughtfully online.*

Please remember that the only way we have of getting to know each other is through written communication. It's ok to be in a hurry—we all are—but don't forget to use greetings and other social niceties in your emails and discussions. There is always a PERSON on the other end of your message, and the same kinds of relationship-building tools are necessary online as in face to face life. In your small groups you may develop familiarity and trust that will make it ok to write a naked question or request (one with no greeting, niceties, or signature) in a message or post. However, please always use greetings, etc. in your communication with me.

### *Keep deadlines and due dates.*

Please note that, in general, assignment due dates are set during the week because I find that students often need additional support from me right before an assignment is due. I am best able to provide this kind of support on weekdays. If your best time to work is on the weekend, these due dates simply mean you will complete the work ahead of time. In group work, communicate frequently within your group to organize the work, in part based on when members can complete the work.

Please keep in mind that due dates use Mountain Standard Time. If you are outside of the MST area, please adjust your deadlines in your own time zone so that your work arrives by 11pm MST.

### *Don't fall behind even if BB is not working.*

If BB does not seem to be working when you need to submit an assignment, do the following:

1. Try clearing your browser history and try accessing BB through a different browser.
2. Check the IT status page to see whether BB is really down: http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/ti
3. Try again in an hour.
4. If BB is still down, email the assignment to me by attachment.
5. If you email an assignment you MUST ALSO SUBMIT IT TO BB LATER. Return to BB the next day AND submit it to the appropriate place. The emailed assignment gets you credit for submitting it on time. But only assignments submitted through BB can be graded. If you do not submit an assignment through BB, it will not be graded.

### *Find support.*

There are a number of ways to find support and get your questions answered. Try them all:

- **Peer Q&A forum:** This is a discussion forum always available where you can post questions for your peers. Chances are, someone else had the same question and has maybe already figured out the answer. I will also occasionally post answers to people's questions there.
- **Office hours**: I am available by email, phone, and in person during my posted office hours.
- **Email me**: You can always email me. I strive to answer messages in a timely way, but bear in mind that there are times when I am not available.

### *Use MS Word for written assignments.*

All written assignments (non-discussions) must be submitted in Word doc format. I will not accept work which is posted in the comments section of the assignments because doing so causes more work for both students and teacher.

### *Do not use attachments to post writing on discussion boards.*

Work posted in discussion boards should not be posted as an attachment. Written attachments posted in forums are not read or graded. (Photos, when requested as part of an assignment, are fine.)

### *Language policy for this course*

This course is designed to develop your knowledge of and appreciation for the needs, strengths, and experiences of emergent bilingual students, as well as appreciation for bilingualism in yourselves and in our borderland community. You are encouraged to use and develop your own biliteracy skills in this course. You may submit to me any written assignment in English or in Spanish or in both. For whole class discussion and other group work, including whole-class, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, any discussion group may use any variet(ies) of Spanish, English, both, or any other language, as long as the members of the group agree.

### *Cite your sources.*

An important part of your work as a scholar is to back up your claims and tell your reader where you found your information. Please provide proper in-text AND bibliographic citations whenever referencing others' work (INCLUDING COURSE READINGS) in all your written assignments. For discussion board posts only, you should use in-text citations but bibliographic citations are not necessary. Please use APA style for in-text and bibliographic citations. You will find a link to "APA Help" in the left-side menu on BB. More APA information can be found at these links:

> IN-TEXT citations: http://owl.english.purdue.edu/owl/resource/560/02/
> BIBLIOGRAPHIC citations: http://owl.english.purdue.edu/owl/resource/560/05/
> (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

### *Submit your work on time.*

Students are expected to turn in their work on time. Late work may be accepted, though it will lower your grade. Each hour of delay will result in one point off your grade, regardless of the reason. For example, 24 hours late will result in 24 points deducted from your grade. If you turn in an assignment in a format that is unreadable by the professor, it will be considered late.

### *Stay in touch with your groupmates.*

During group assignments, you will depend on each other to complete assignments. You will need to share resources and stay in touch with each other. I will periodically ask you to evaluate each other's performance during group work. Stay accountable to each other. If you are experiencing problems with your team, first try to resolve it on your own through clear and thoughtful communication. If you are not able to resolve it, document your problem and email it to me right away.

### *Stay informed and be aware of changes to the schedule.*

It may become necessary to make changes to the schedule to suit student interests and/or to accommodate for any unexpected issues. Most materials, including this syllabus, have

the version number at the top in the format year-month-date (e.g., 180822 to indicate 2018, August, 22). If I have to change something, I will notify you that I have posted a new version and I will alert you to the new version number. Check for current version numbers regularly to be sure you are working with the current version.

### *Avoid incompletes.*

No incompletes will be given for this course unless there are extenuating circumstances. Please talk to me right away if such a situation arises. In any case, incompletes will be given only if you have passed the first half of the course and provide evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

### *Uphold UTEP guidelines for academic integrity.*

You are expected to uphold the highest standards of academic integrity.  Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are not attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student or the attempt to commit such acts.  Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to http://sa.utep.edu/osccr/academic-integrity/ for further information.

### *Access accommodations if you need them.*

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) (https://www.utep.edu/student-affairs/cass/). Students who have been designated as disabled must reactivate their standing with the CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. Center for Accommodations and Support Services can be reached at, 915-747-5148 (voice or TTY), or cass@utep.edu. In addition, I, as your instructor, welcome any information you would like to share with me about how I can serve you best.

## ASSIGNMENTS

**EXPECTATIONS FOR ALL FORMAL WRITTEN ASSIGNMENTS (not discussions)**
- Use 12 pt font, 1" margins, and double spacing
- Save your assignment file with your first initial and last name (if an individual assignment) or group name (if a group assignment) and assignment name (e.g., my first Weekly Reading Reflection Journal would be **KMortimer.WRRJ1.docx** while my group's content-based sheltered instruction lesson plan would be **Group3.CBSILessonPlan.docx**)

- Use APA-style citations whenever you refer to course readings or other materials. See "APA Help" on BB or see above for more information.

## WEEKLY DISCUSSION BOARDS

*Purpose*

You will engage with assigned readings and videos through interaction with your classmates. The discussion board is a space for students. I will monitor the discussions, but they are primarily a space for you to discuss and make connections with each other and with the class content. You will make at least 5 contributions to the discussion board each week. You will not receive credit for posts that arrive after their deadline.

## WEEKLY READING REFLECTION JOURNALS (WRRJs)

*Purpose*

Each week you will reflect on the activities of the week, including readings/videos, discussion board, assignments. A reflection is not a summary. Rather, it is a deep consideration of the concepts presented in the readings, discussed in the discussion boards, and engaged with in the assignments. To do that deep consideration you must BE ABLE to pick out the main points as you would in a summary, but in a reflection you go BEYOND the main points by responding to them, asking questions, thinking about their implications, etc. You will be asked to make personal connections between the concepts and your experience and what you have learned.

## LANGUAGE AND FIRST LANGUAGE ACQUISITION PAPER (WEEK 1)

*Purpose*

You will articulate an explanation of how children come to be proficient in the language of their community. Your explanation will be based on credible theoretical frameworks covered in the readings/video and supported by evidence. This is an INDIVIDUAL ASSIGNMENT.

Your grade will be determined by (a) how you articulate your explanations based on recognized theories of language acquisition (with references to the readings) (b) how you back up your claims (with credible examples), (c) the completeness of your paper and of your responses, (d) the clarity of your writing, and (e) writing and APA style.

## SECOND LANGUAGE ACQUISITION PAPER (WEEK 2)

*Purpose*

You will articulate their understanding of the role of interaction in second language acquisition based on reputable theories and credible evidence. Please follow the procedure described in the guidelines on BB. This is an INDIVIDUAL ASSIGNMENT.

Your grade will be determined by (a) how you articulate your explanations based on recognized theories of language acquisition (with references to the readings) (b) how you back up your claims (with credible examples), (c) the completeness of your paper and of your responses, (d) the clarity of your writing, and (e) writing and APA style.

## LANGUAGE LEARNING ACTIVITY (WEEK 3)

*Purpose*

You will apply theories of second language acquisition (SLA) in designing a specific, targeted classroom language learning activity. It is the first of several assignments that will build up to the final assignment of the course, the thematic unit plan. Please follow the procedure described in the guidelines on BB. This is a GROUP ASSIGNMENT.

Your work will be assessed using the following criteria: (a) clarity of the description of the activity, (b) how compellingly you draw on appropriate theories, (c) how appropriately you draw on relevant literature, (d) that you complete all requirements and (e) use APA style.

## TEXT ANALYSIS (WEEK 4)

*Purpose*

You will develop the ability to focus on the structure of academic language by identifying specific language structures used in academic texts. Your ability to pay attention to language use is important for your ability to deliver content-based sheltered instruction for English language learners (ELLs). Please follow the procedure described in the guidelines on BB. This is a GROUP ASSIGNMENT.

Your work will be assessed using the following criteria: (a) the accuracy of your analysis (including correct use of linguistic terminology and demonstrated understanding of the above authors' ideas), (b) your demonstrated understanding of academic language—based on the recommended literature, (c) the clarity of the writing, (d) the completeness of the assignments (including appended text), (e) writing and APA style.

## BRIDGES TO ACADEMIC TEXTS (WEEK 5)

*Purpose*

For this assignment you will expand on last week's assignment, the text analysis. As a group, you will read and discuss ways to build bridges to academic texts. The purpose of this assignment is to apply practices and strategies that teachers can implement to promote academic language development to the text you analyzed. This work builds on the prior weeks' work, and it also prepares you for the latter assignments. Please follow the procedure described in the guidelines on BB. This is a GROUP ASSIGNMENT.

Your work will be evaluated using the following criteria: (a) authors show understanding of the concepts of register, language proficiency (and ELPS), (b) discipline-specific literacies, developing academic literacy in ELLs, (c) writing and APA style.

## CONTENT-BASED SHELTERED INSTRUCTION LESSON PLAN (WEEK 6)

*Purpose*

You will apply the concepts we have covered thus far in this class (SLA, academic language, building bridges to academic texts) in a content-based lesson plan. A revised version of this

lesson plan will become part of your final thematic unit plan. Please follow the procedure described in the guidelines on BB. This is an INDIVIDUAL ASSIGNMENT.

Your work will be evaluated using the following criteria: (a) alignment of language and content objectives, (b) lesson demonstrates understanding of SLA research and theory, (c) clarity of procedures, (d) completeness of lesson according to sheltered instruction model, (e) addressing of ELPS, (f) writing and style.

## PEER REVIEW OF A CONTENT-BASED SHELTERED INSTRUCTION LESON PLAN (WEEK 6)

*Purpose*

You will give your classmates feedback on their content-based sheltered instruction lesson plan, and you will receive feedback from them on yours. The activity is intended to promote positive interdependence within the team and to improve the final product. After having submitted your lesson plans for a grade, the team will organize the peer review process. You will receive a grade for this assignment based on the quality of your review and its timeliness.

## THEMATIC UNIT PLAN (WEEK 7)

*Purpose*

You will continue to develop your understanding of the integration of language and content instruction through its application to a thematic unit plan. A thematic unit covers about a week's worth of lessons in multiple content areas (math, science, social studies, language arts) centering on a single theme. Since the unit will be designed to integrate language and content instruction (to teach English language and other content area material at the same time), the plan must include both language and content objectives.

The thematic unit will be evaluated based on the following criteria: (a) completeness of the unit, (b) clarity and coherence of the introduction, (c) application of research and theory as outlined in the introduction, (d) appropriateness of the assessment plan.

## GRADING SUMMARY

| Assignment | Points | Percentage of final grade |
|---|---|---|
| Personal introductions forum | 10 | 1%% |
| Weekly discussion boards (7 at 20 points each) | 140 | 15% |
| Weekly Reading Reflection Journals (7 at 10 points each) | 70 | 7% |
| Language and child language acquisition paper | 100 | 11% |
| Language and second language acquisition paper | 100 | 11% |
| Language learning activity | 100 | 11% |
| Text analysis | 100 | 11% |

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| Bridges to academic texts | 100 | 11% |
| Content-based sheltered instruction lesson plan | 100 | 11% |
| Peer review of CBSI | 20 | 2% |
| Thematic unit plan | 100 | 11% |
| **Total points** | **940** | **100%** |

A = 91-100
B = 81-90
C = 71-80
D = 61-70
F = 60 and below

**STUDENT LEARNING OUTCOMES AND RELATIONSHIP OF COURSE MATERIAL TO TEXAS STATE STANDARDS FOR EDUCATORS AND TO THE TExES ENGLISH AS A SECOND LANGUAGE SUPPLEMENTAL CERTIFICATION EXAM**

Educators of ELL students must be able to teach the academic English that students need in order to learn the target content. Thus, educators of ELLs must have an understanding of English language teaching. We use the Texas State Standards for ESL Educators as a guide for what students in this course will know and be able to do upon successful completion of the course. Standards I, III, IV, V, and VI will be our focus:

**Standard I:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Standard II:** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

**Standard III:** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

**Standard IV:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**Standard V:** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

**Standard VI:** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Standard VII:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

The table below shows how the topics, outcomes, and means of evaluation in this course are related to the ESL educator standards and to the domains of the certification exam.

| Week | Learning outcome | Evaluation | Standards for ESL educators | TExES ESL supplemental certification exam domain |
|---|---|---|---|---|
| 1. Language I and first language acquisition | Students will understand theories of first language acquisition. | Language and first language acquisition paper | I. Language concepts III. Process of L1 acquisition | Domain I |
| 2. Language II and second language acquisition | Students will understand basic areas of linguistic study and theories of second language acquisition. | Language and second language acquisition paper | III. Process of L2 acquisition V. Factors affecting learning of content | Domain I Domain II |
| 3. Second language acquisition | Students will apply theories of second language acquisition in the design of language instruction. | Language learning activity | III. Process of L2 acquisition IV. ESL teaching methods | Domain I Domain II |
| 4. The language of school | Students will understand the concept of academic language. | Text analysis | I. Language concepts IV. ESL teaching methods V. Factors affecting learning of academic content | Domain I Domain II |
| 5. Bridges to academic texts | Students will apply the concept of academic language to instruction. | Bridges to academic texts | IV. ESL teaching methods | Domain II |
| 6. Integrating language and content I | Students will apply theories of SLA and concepts of academic language to the design of content-based sheltered instruction. | Content-based sheltered instruction lesson plan | IV. ESL teaching methods | Domain II |
| 7. Integrating language and content II | Students will apply their understanding of content-based sheltered instruction to the design of a thematic unit. | Thematic unit plan | IV. ESL teaching methods IV. Assessment | Domain II |